



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
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May 31, 2005

Dr. Cynthia Gillespie, Superintendent
Vernon School System
201 Belview Road
Leesville, Louisiana 71446

Dear Superintendent Gillespie:

The Division of Special Populations (DSP) and a team from Vernon Parish School System met on April 5, 2005, to design a corrective action plan (CAP) to address the non-compliant findings issued to the system after the on-site visit on October 25-28, 2004. After careful review by members of the staff of the DSP, the CAP has been approved. This plan should be implemented by your school system based on the timelines specified in the CAP in order to ensure all the non-compliant findings are corrected. When making this document available for public review, any child-specific information must be removed. The document will be attached to your Annual LEA Application for participation in the Part B funding under the *Individuals with Disabilities Education Act*.

Be assured that this division will continue to be available to provide the necessary and/or desired technical assistance to implement the plan. One of our monitoring consultants will be contacting your Special Education Supervisor/Director to discuss progress of the implementation of the CAP and to collect evidence of change based on the agreed-upon timelines in your plan. A follow-up, on-site review to validate that the corrective action has been implemented by your school system to determine if the areas of non-compliance are no longer evident will be conducted during the 2005-2006 school year.

It is our hope that the Continuous Improvement Monitoring Process was a positive experience that will foster improved educational opportunities for your students. Thank you for the assistance and cooperation extended to the monitoring team. If you have any questions, please contact Maggie Brolin at (225) 342-1508 or use the toll-free number.

Sincerely,

Cecil J. Picard
State Superintendent of Education

CJP:MB:lt

Attachment

c: Robin G. Jarvis, Ph.D.
Virginia Beridon
Maggie Brolin
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CORRECTIVE ACTION IMPROVEMENT PLAN

SYSTEM: Vernon

DATE: 4-5-05

REGULATION REFERENCE: §401 §446.A, B, C §464.B.

DESCRIPTION/SUMMARY NON-COMPLIANCE:

Students ages 3-5 were not placed in their least restrictive environment (LRE).

GOAL:

Include students with disabilities in new LA4 classes at projected elementary campuses throughout Vernon Parish. Include three-year-olds in Head Start at West Leesville to the maximum extent possible.

BARRIERS TO GOAL:

Teacher training for role identification is a barrier. Physical barriers include locating and setting up adequate classroom space.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
1. Collaborative planning with Vernon Parish School Board personnel to determine barriers to integration.	January-September 2005	Vernon Parish-wide Curriculum Team	A policy based on planned outcomes, Documentation of meetings using sign-ins collected and filed
2. Teacher/Paraprofessional training to facilitate student integration including <i>ECERS</i> and <i>Creative Curriculum</i> .	July-August 2005	Joyce Sjolander-Region VI Pre-School Special Education Coordinator, Vernon Parish Special Education Staff	Sign-ins from trainings, Classroom observations will be documented, Ongoing assessments will be compiled, Student outcomes will improve as measured by IEP progress
	2005-06 school year	Parish-wide curriculum team planning committee	Class rosters, IEP development
3. The percentage of 3-5 year olds placed in Early Childhood Special Education settings will decrease from 59.10% to no more than	2005-06 school year	Region VI Preschool Coordinator,	ECER-S ratings,

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
48.28%. 4. Use available assessments to evaluate effectiveness of program.		Special Education Administrators, Regular Education Administrators	Classroom Observation Data, Documented Trainings, Teacher Input, Student Outcomes

CORRECTIVE ACTION IMPROVEMENT PLAN

SYSTEM: Vernon

DATE: 4-5-05

REGULATION REFERENCE: §401.B, C.3

DESCRIPTION/SUMMARY NON-COMPLIANCE:

Speech as a related service is not provided at some schools.

GOAL: Increase personnel through financial incentives and collaborative planning options.

BARRIERS TO GOAL:

The parish experiences a lack of local qualified personnel to hire and retain in teaching positions. Local universities do not offer degree programs for individuals presently in the system to acquire proper teaching credentials to fill speech therapist positions.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	<i>EFFECT/EVIDENCE OF CHANGE *</i>
1. Offer financial incentives to prospective applicants.	October 2004 - February 2005	Special Education Supervisor, Vernon Parish School Board, Vernon Parish Personnel Director	Qualified personnel contracted, two full-time and two part-time speech therapists, Every school receiving speech services
2. Implement advertising campaign to publicize speech therapy job opportunities in parish.	October 2004 - February 2005	Special Education Supervisor, Vernon Parish School Board, Vernon Parish Personnel Director	List of qualified personnel who responded to parish campaign brochure by contacting the proper authorities and participating in interviews
3. Design a working environment to include collaborative planning among speech therapists including flexible scheduling options.	October 2004 - February 2005	Special Education Supervisor, Vernon Parish School Board, Vernon Parish Personnel Director	Schedules developed, providing services to meet the needs of students, Record of meetings of therapists who were previously assigned students and new therapists to facilitate a smooth transition of services
4. Offer working options to speech therapists that include full-time and	October 2004 - February 2005	Special Education Supervisor, Vernon Parish School Board, Vernon Parish Personnel Director	Schedules developed and implemented to fit hiring criteria

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	<i>EFFECT/EVIDENCE OF CHANGE *</i>
<p>contract choices.</p> <p>5. Compensatory Speech Therapy services offered to students who did not receive services as stated on IEP due to shortage of therapists.</p>	June-July 2005	Special Education Director, Speech Therapists	<p>Letter sent to parents of all students who did not receive therapy as stated on IEP,</p> <p>Documentation of compensatory services,</p> <p>Student roster of compensatory services</p>

CORRECTIVE ACTION IMPROVEMENT PLAN

SYSTEM: Vernon

DATE: 4-5-05

REGULATION REFERENCE: §1410.B

DESCRIPTION/SUMMARY NON-COMPLIANCE:

Students identified as Gifted are not receiving a free appropriate public education (FAPE).

GOAL:

The Gifted Program will be individualized to meet the needs of students by offering a continuum of services.

BARRIERS TO GOAL:

Funding for Advanced Placement Certification will need to be allocated.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
<ol style="list-style-type: none">1. Conduct a self-study of Gifted Programming using <i>Aiming for Excellence: Gifted Program Standards</i> to determine strengths and weaknesses in existing program using a team of special education personnel trained in self-review.2. Provide regular and gifted education teachers training in differentiated instruction. Personnel will be encouraged to attend Dr. Bertie Kilgore's differentiation strand at the Javits Summer Institute in Natchitoches.	<p>November 2004 - June 2005</p> <p>June 2005</p>	<p>Vernon Parish Teachers of the gifted, local administrators, and LDE staff.</p> <p>Louisiana Department of Education Personnel, University Personnel, Vernon Parish School Board</p>	<p>Summary of self-study presented to Vernon Parish School Board, Military Stakeholders and Principals</p> <p>Surveys completed by teachers of methods they will adopt in their classrooms based upon information learned regarding differentiation, Sign-in sheets collected and filed for all meetings and in-services, Changes in IEPs will be monitored and documented, Reports of walk-throughs monitoring changes in student success and lesson plans</p> <p>Newly allotted positions for teachers of the Gifted, Staffing pattern adjustments.</p>

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
3. Increase personnel as needed by individual schools consistently throughout parish based on results of team study.	2005-06 school year		

CORRECTIVE ACTION IMPROVEMENT PLAN

SYSTEM: Vernon

DATE: 4-5-05

REGULATION REFERENCE: §1401.A

DESCRIPTION/SUMMARY NON-COMPLIANCE:

Students with Talent are not identified.

GOAL:

Initiate public awareness and generate a Talent Program through training, screening and planning activities.

BARRIERS TO GOAL:

Qualified personnel, teacher awareness of types of talent and characteristics of each, cost to initiate are barriers.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
1. Develop and present training for regular music, art, drama and general education teachers to develop awareness of Talent Education as part of school inservice meetings.	August-September 2005	Vernon Parish Pupil Appraisal	Sign-in sheets collected and filed, Referral form modified to include Talent, Referrals generated and processed
	Late August 2005	Talent Education Task Force, Pupil Appraisal Core Team	Sign-in sheets collected and filed, Names of knowledgeable members serving on SBLC and/or IEP teams participating in the talent referral process and/or service placement process
2. Conduct meetings with school principals and School Building Level Committee (SBLC) chairpersons to inform them of	Early August 2005	Pupil Appraisal Core Team	Sign-in sheets collected and filed, Names of knowledgeable members serving on SBLC and/or IEP teams participating in the talent referral process and/or service placement process

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
<p>program purpose and basic characteristics of talented students.</p> <p>3. Provide appropriate Talent Program awareness training for school counselors and pupil appraisal staff to prepare for duties on SBLC.</p> <p>4. Brochures will be developed and distributed to all of the parents in the parish explaining what the Talent program is and how to request screening for their children.</p> <p>5. Appropriate personnel will become familiar with screening instruments to collect data for individual talent areas. All three tests will be securely stored in Pupil Appraisal, as</p>	<p>June –August 2005</p> <p>June - October 2005</p> <p>September – November 2005</p> <p>September- November 2005</p> <p>2005-06 school year</p>	<p>Pupil Appraisal Core Team</p> <p>Pupil Appraisal Core Team</p> <p>Director of Special Education</p> <p>Pupil Appraisal</p> <p>Director of Special Education</p>	<p>A copy of the Brochure, SBLC referral records for the Talent Program from all parish schools</p> <p>An outline of procedures taken from Bulletin 1508 and included in the parish <i>Special Education Policy Manual</i></p> <p>List of candidates on file with the Director of Special Education at Pupil Appraisal</p> <p>Scored screening forms, Pre-eval documentation and state evaluator’s assessments, PA records on numbers of students referred, passing screening, passing pre-evaluation, and passing state assessment</p> <p>Teacher rolls, Teacher licensure information</p>

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
<p>well as the lists of appropriate state talent evaluators.</p> <p>6. A list of potential teaching candidates who would qualify for an ancillary certificate in the area of the arts should be developed and kept on file.</p> <p>7. The screening forms will be scored and the pre-evaluation for all qualified applicants will be set up. PAS will determine the pool of candidates who qualify for a state evaluation and set dates to hire evaluators to come and assess.</p> <p>8. Hire personnel to teach and implement programs within 30 days of the evaluation date</p>			

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
for all qualified students.			

****(Provide evidence to show that change has occurred.***

CORRECTIVE ACTION IMPROVEMENT PLAN

SYSTEM: Vernon

DATE: 4-5-05

REGULATION REFERENCE: §401

DESCRIPTION/SUMMARY NON-COMPLIANCE:

Students in one classroom were not receiving FAPE.

GOAL: Reassign personnel to provide an instructor who can demonstrate competency in planning and executing appropriate programming in the classroom to provide FAPE for students.

BARRIERS TO GOAL: None

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
1. Change personnel to match students' instructional needs. 2. Reconvene IEP meetings for IEPs cited for non-compliance.	November 2005 November – December 2004	Vernon Parish Personnel Director Special Education Director, New teacher	Walkthrough visit provided documented change in classroom instruction that met student needs. New IEP documents developed by IEP teams and reviewed for compliance by pupil appraisal staff at the parish level.

****(Provide evidence to show that change has occurred.***

CORRECTIVE ACTION IMPROVEMENT PLAN

SYSTEM : Vernon

DATE: 4-5-05

REGULATION REFERENCE: §444

DESCRIPTION/SUMMARY NON-COMPLIANCE:

IEP Content and Format is not in compliance with *Bulletin 1706*.

GOAL: Correct IEP content and format infractions through training, self-review, form and procedure modifications.

BARRIERS TO GOAL:

None noted.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
1. Gifted education teachers will receive training on addressing individual student needs for appropriate services. Teachers will review IEP's for strengths and weaknesses and assign students to content classes according to their needs!	August 2005	Vernon Parish Special Education Core Team	Sign-in sheet collected and filed, IEP review checklists
2. Qualified personnel have been hired to provide Speech Therapy.	December 2004	Personnel Director	Board minutes, Teacher rosters
3. Progress monitoring is done for all students,	November 2004	Special Education Core Team, Pupil Appraisal Staff	Progress monitoring information and/or behavior reports, Referrals for Behavior Interventionist to assist in developing BIP when needed to allow students to benefit from instruction, Checklists used to identify concerns including lack of progress, Follow-up memos from PAS recommending change/action needed, Record of contact with schools to discuss concerns with program

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
including those who are gifted, to determine the implementation of goals and objectives on the IEP. Pupil appraisal staff will review monitoring each grading period to identify patterns of student progress/lack of progress to determine need for technical assistance from PAS to schools.	January 2005	Vernon Parish Transition Coordinator	and implementation of support services as needed, Documented technical support. IEP's reviewed and corrected, Previous teacher-conducted meeting to support record/student transition, Transition Coordinator's <i>Log of Activities</i> , Meeting sign-ins collected and filed, School and classroom visits conducted
4. Transition Coordinator will follow-up on training to document the correction of citations on Transition IEPs with Official Designated Representatives, Teachers and Principals.	March 24-25, 2005	Vernon Parish Behavior Strategist, Self-Review Team	Record of IEPs reconvened, Behavior plans developed, Summary of interventions developed, Follow-up documentation using the self-review process
5. A Behavior Strategist has been added to the staff to provide assistance in development and implementation of behavior plans as needed.	April 2005	Special Education Supervisor	Sign-in documents collected and filed for group and individual training
6. ESY training was provided to teachers with follow-up for			

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE *
procedures to collect data and plan effectively for services in an on-site setting.			

****(Provide evidence to show that change has occurred.)***